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ABSTRACT

Presented is an annotated bibliography that is helpful to teachers and administrators who are attempting to involve parents in the reading instruction of their school-aged children. Sources cited refer primarily to the involvement of parents from a middle socioeconomic level. Items in the first part of the bibliography deal with research concerning the effects of parental involvement and the home environment on reading achievement. The second part of the bibliography contains annotations of articles that provide ideas for the direct involvement of parents in the classroom and the school, while the third part contains annotations of articles that suggest ways parents can work at home with their children. Some of the articles cited are intended specifically for parents, while others are helpful to teachers and administrators developing workshops and inservice training programs for parents concerned with helping children learn to read. The summary and conclusion sections of the bibliography highlight the findings, conclusions, and recommendations found in the various articles. (HOD)

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INVOLVING PARENTS IN READING INSTRUCTION

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INTRODUCTION

Teaching children how to read is believed by many to be the teacher's most important instructional responsibility. Similarly, most parents would agree that a major concern is for their children to become capable readers. It would seem natural that out of this mutual concern parents and teachers would work together to provide reading instruction for their children (Duff & Adams). For this to occur, in most cases changes need to be made in both the attitudes of parents and educators, and in the instructional programs currently being used.

During the past fifteen to twenty years more attention has been directed toward the role of parents and the home environment in reading instruction. Research has shown that "achievements and attitudes in the formal place of learning, the school, still rest heavily on the informal learning and teaching that has occurred, unconsciously perhaps, at home prior to the child's entry to school" (Chan:667).

Not only does the home environment play a crucial role in the early years of a child's development, but involvement of parents is significant throughout a child's school years.

STATEMENT OF THE PROBLEM

Many educators realize the significant role that parents can play in a successful reading program. Parents are primary models for their children's behavior, and their enthusiasm and involvement in school programs can foster the same attitudes in children. It is the job of educators to find meaningful ways to utilize parents in the reading

program. They must provide suggestions of ways parents can be involved, both in the school and at home.

PURPOSE OF THE STUDY

The purpose of this study was to develop an annotated bibliography that will be helpful to teachers and administrators who are attempting to involve parents in the reading instruction of school-aged children. The sources refer primarily to the involvement of parents from a middle socioeconomic status.

ORGANIZATION OF THE STUDY

The first part of the study has dealt with research that has studied the effects of parental involvement and the home environment on reading achievement.

In the second part articles that contain ideas for the direct involvement of parents in the classroom and school have been studied. These include steps that should be taken when developing and implementing a program of parent involvement, guidelines for the use of parents and others as tutors in the school, and suggestions of additional ways parents can help in the classroom.

The third part of the study dealt with those articles that offered suggestions of ways parents can work at home with their children. Some of the articles were written specifically for parents. Other articles would be helpful to teachers and administrators developing workshops and inservice training programs for parents concerned with helping children learn to read.

Entries in each section have been alphabetized under subdivisions.

DEFINITION OF TERMS

achievement test -- "A test designed to measure a person's knowledge, skills, and understanding in a subject matter area" (Kelly:4).

attention (verb, attend) -- "Selectivity in perception; the direction of perception to certain stimuli rather than others" (Kelly:14).

Book Bank -- "Books collected, sorted, and deposited by parents for withdrawal by children, who, after reading the books, were allowed to keep them" (Criscuolo, 1982:346).

comprehension -- "Understanding the meaning of spoken or printed language (as contrasted with perceiving or pronouncing words without understanding their meaning)" (Kelly:30).

continuing education -- "Education for adults provided by special schools, centers, colleges, or institutes that emphasizes flexible rather than traditional or academic programs" (Good:133).

decoding -- "The process of translating printed or written symbols into the spoken word" (Good:167).

developmental reading -- "Reading instruction aimed at the orderly, sequential development of reading skills as they are related to the needs of the learner" (Good:473).

encoding (expression) -- "A psycholinguistic process that involves expressing ideas in symbols. An individual may encode by speech or writing" (Kelly:51).

home literary environment -- "The availability of literary materials in the home, the amount of reading done with a child, reading guidance and encouragement provided at home, and parents as model reading examples" (Hansen:21,22).

inservice education -- "Efforts to promote by appropriate means the professional growth and development of workers while on the job; in supervision of teaching, one of the major tasks; includes planned and organized effort to improve the knowledge, skill, and attitudes of instructional staff members to make them more effective on the job" (Good:294).

IQ (quotient, ratio intelligence) -- "A measure for expressing level of mental development in relation to chronological age" (Good:465).

literacy -- "The ability to read and write, usually considered to be functional reading above fourth grade level" (Kelly:85).

mode -- "The form or manner, as in mode of communication or teaching mode" (Good:370).

paraprofessional -- "An individual such as a teacher's aide who performs some of the functions of a professional under the general supervision of a professional but who, because of insufficient training or experience, is not allowed total responsibility" (Kelly:105).

parent education -- "A phase of adult education dealing with child care and the improvement of family living" (Good:408).

Parent-Teacher Association -- "An organization, composed of teachers and parents of children of a school or community, the purpose of which is to improve the effectiveness of the school as a social and educational agency" (Good:409).

parent-teacher conference -- "A planned meeting, usually held at the school at a specified time, in which the objective is to discuss the student, the school program, the child's achievement in the

program, reinforcement that might be carried out at home, any problems, and to encourage parental questions, suggestions, and general communication" (Kelly:105,106).

prereading experience -- "Planned experiences that prepare a child for systematic reading instruction; may include activities designed to develop auditory and visual discrimination, verbal facility, interpreting pictures, and a keen interest in reading" (Good:227).

Project Head Start -- "A Federal preschool child development program of the Office of Economic Opportunity which provides a comprehensive program of education, medical care, social services, and nutritional help for preschool children from disadvantaged backgrounds" (Good:451).

reading habits -- "Patterns of reading behavior which have become habitual and are performed without hesitation" (Good:474).

reading process -- "The act of reading, involving primarily the recognition of printed symbols and the meaningful reaction of the reader to these symbols; such reaction may include the reader's interpretation, appraisal, and attitudinal responses as determined by his purposes and needs" (Good:475).

reading readiness -- "Attainment of the levels of interest, experience, maturity, and skills which enable the learner to engage successfully in a given reading task; often used to indicate the preparedness of a child for beginning formal reading instruction" (Good:472).

reading skill -- "An ability that is essential to successful performance in reading, such as word recognition, comprehension, organization,

or remembrance" (Good:537).

recall (oral) -- "An exercise in which the pupil is required to read a selection one or more times and then recount in his own words all that he can recall of the material read" (Good:478).

recognition -- "The process of perceiving words in reading and associating meaning with word symbols" (Good:479).

remedial reading -- "In reading instruction, activities planned for individuals or groups of pupils in order to provide for both the diagnosis of reading difficulties and their correction; usually carried on in a special remedial class" (Good:475).

teacher aide -- "A subprofessional, or paraprofessional, person assigned to a classroom to help with certain tasks and details, usually of a noninstructional nature. The aide's duties generally consist of material preparation, supervision of independent study and activities, record keeping, and errand running" (Kelly:136).

Title I Program -- A Federally funded remedial reading program (Fager).

tutor -- "To teach, guide, or instruct usually on an individual basis and in a special subject or for a particular occasion or purpose; a person charged with the instruction and guidance of another" (Webster:2470).

ANNOTATIONS

STUDIES OF THE EFFECT OF PARENTAL INVOLVEMENT
AND THE HOME ENVIRONMENT ON READING ACHIEVEMENT

Chan, Jimmy, "Parenting Styles and Children's Reading Abilities:
A Hong Kong Study," Journal of Reading 24:667-675, May, 1981.

Chan conducted a study of 113 twelve to eighteen year olds in Hong Kong to determine if there was any relationship between parenting style and reading ability. He used a Parent Image Differential Test that covered the concepts of treatment of the child, approach to teaching the child, and parent's attitude of discipline. It measured the effects of mothers and fathers separately. The Reading Abilities Test was used to measure recognition, recall, free expression, and general reading.

The results of the two measures showed that "favorable parent-child interaction (that is, less parental autocracy, restrictiveness, and demandingness) was correlated with the development of good reading abilities" (671).

Della-Piana, Gabriel; Stahmann, Robert F.; and Allen, John E.,
"Parents and Reading Achievement: A Review of Research,"
Elementary English 45:190-200, February, 1968.

The article reviewed several studies that dealt with the effect of parents and the home environment on reading achievement. In general, the results showed that the home environment and parenting style did indeed have an effect on reading achievement. Thus, it would seem wise to consider the results of these studies when developing training programs for parents. Parents should be made aware of the many influences of the home, and learn how to make them be positive ones.

Hansen, Harlan S., "The Impact of the Home Literary Environment on Reading Attitude," Elementary English 46:17-23, January, 1969.

The study was undertaken to determine what effect the home literary environment had on a child's independent reading attitude. A questionnaire was devised to measure the home literary environment and another was designed to identify individual differences in reading attitudes of the students involved. Forty-four fourth grade students and their respective homes were part of the study. The results revealed that the home literary environment held a significant contribution to independent reading habits.

Parents should be made aware of the effect the early environment had on later reading behavior. Hansen suggested that inservice programs be held for teachers to help them in identifying and measuring the home environment. They should also attempt to provide experiences for those students whose homes are lacking in literary experiences.

Nicholson, Tom, "Why We Need to Talk to Parents About Reading," The Reading Teacher 34:19-21, October, 1980.

The article presented some results of a survey asking New Zealand parents their opinions of various aspects of reading. The survey data indicated that (1) parents differed considerably in their methods of helping children figure out words when reading orally at home; (2) almost all parents felt they knew whether or not their child was having difficulty with reading; (3) there was an obvious difference of opinion between what parents believed was necessary for children to know before entering school and what the schools recommended.

Nicholson concluded that parents were interested in their children's reading instruction and wanted to be able to help. He stated that parents needed to know the methods teachers were using so they could reinforce the teaching done at school. Also, teachers should be aware of problems parents were having at home when helping their children, so they could make relevant suggestions of ways to help. He recommended that parent inservices be developed to teach parents effective ways of helping their children at home in reading instruction.

Niedermeyer, Fred C., "Parents Teach Kindergarten Reading at Home,"
Elementary School Journal 70:438-445, May, 1970.

The article reported on a study of the effect that parent-instructed practice at home had on pupil performance in reading. The experiment was conducted using kindergarten students from a school serving middle-income suburban families. Two similar schools were used as comparison groups.

Programmed materials were given to parents to use daily at home. The materials provided practice on the objectives of the reading program. The study revealed a high level of parent participation and student learning among those students involved.

In addition to stating the results of the study, the author cited features of the program that helped it to be so highly successful. These conditions would be helpful to consider when implementing any program that involved parents providing instruction.

O'Rourke, William J., "Are Parents an Influence on Adolescent Reading Habits?" Journal of Reading 22:340-343, January, 1979.

O'Rourke conducted a study of American ninth graders and their parents to see if there was a relationship between parent reading habits and those of adolescent children. The results of his study showed that there was no positive correlation between the two. This information did not seem to go along with previous studies done showing that there is a positive correlation between parental reading habits and those of elementary age students.

O'Rourke offered a possible explanation for this being the decrease in parental influence and an increase in the influence of peers in adolescence. He then suggested that perhaps secondary schools need to plan more programs that involve parents in children's studies, as has been done in many elementary schools; and that perhaps this could be a way of increasing parental influence during adolescent years.

Teale, William H., "Parents Reading to Their Children: What We Know and Need to Know," Language Arts 58:902-912, November/December, 1981.

Teale stated that research seems to agree unanimously that reading to preschool children is beneficial to them. There is a positive relationship between being read to at home and the development of oral and written language. It has also been found that parents read to their children in different ways. This finding suggested that perhaps different reading practices may have different consequences for children. A few studies have dealt with that concept, and it has been concluded that the most beneficial reading style is one in which there is verbal interaction between the parent and the child. Even though some progress has been made in this area, more still needs to be known about the relationship of reading to children and their development of literacy.

This article could be helpful to schools in developing parent workshops. Parents should be made aware of the importance of reading to their children, and the significance of how it is done.

DIRECT INVOLVEMENT OF PARENTS IN THE SCHOOL OR CLASSROOM

Developing and Implementing a Program of Parent Involvement

Bedley, Gene, "The Law of Returns: Working With Parents," Thrust 9:15-16, October, 1979.

Bedley claimed in his article that if school personnel worked harder at involving parents in the schools, they would gain more support from the community, which would result in a more effective learning environment for students. He stated the beginning of involvement is knowing the community and getting the community to know the school. He then suggested some specific ways to do that. Hold monthly coffees for parents in order to get to know them better. Hold parent tours through the school every other week during school hours. Develop an orientation program for parents new to the school district. When parents have become involved in the school, continue to educate them on matters such as classroom philosophy, disciplinary techniques, curriculum overviews, methods of evaluating students, etc. Once parents know the school they will be more willing and eager to be of service to the school, implied Bedley.

Bedley cautioned involving parents in a poorly planned program. He stated that "Procedures must include proper placement and monitoring to make the parent successful in helping the school" (16).

Swick, Kevin J., and Duff, Eleanor, "An Assessment Procedure for Use in Developing a Parent Involvement Program." Kappa Delta Pi Record 17:102-104+, April, 1981.

An effective parent involvement program will involve parents, teachers, and administrators. In this article Swick and Duff listed many questions that all three of the above groups must ask themselves to assess their readiness for involvement in a meaningful parent-school relationship.

In addition to the issues that parents, teachers, and administrators should consider, they also described steps that should be taken when developing and implementing a parent-school program.

Wartenberg, Herbert, "Parents in the Reading Program," The Reading Teacher 23:717-721+740, May, 1970.

The author stated the need for parents to be informed and involved in the reading instruction of their children. He described what he feels should be the components of inservice programs for parents of students in both developmental and remedial programs. Wartenberg also suggested things not to do when involving parents as classroom aides.

He emphasized that it takes time to effectively involve parents in a reading program, but that it is well worth the effort involved.

Guidelines for the Use of Parents as Tutors

"Paraprofessionals and Reading," The Reading Teacher 27:a special insert after page 336, December, 1973.

The article was first published by the International Reading Association (IRA) to serve as a guideline to be used by schools and other organizations when involving paraprofessionals in reading instruction. Specific guidelines for criteria for selecting paraprofessionals were included, as well as suggestions of what should be part of a training program for paraprofessionals, and guidelines for their evaluation.

Raim, Joan, "Rolling Out the Welcome Mat to Tutors," The Reading Teacher 26:696-701, April, 1973.

Through her experiences in setting up and implementing remedial reading services, and by visiting various programs that utilize tutors, Raim developed a set of guidelines to follow when starting a tutorial program. The areas she discussed were training programs, supervision, evaluation, development of specific goals, and provision of space and materials.

The article would be helpful to administrators and teachers when setting up a program for involving parents or others as tutors.

Senacore, Joseph, "The Tutor: An Asset to the Reading Program,"
Elementary English 51:563-564, April, 1974.

The article suggested what to include in workshops when training tutors to work with students. By being involved in the suggested activities, tutors would be more effective. Ways for tutors to assist in evaluating progress of students were also suggested.

The article was not written with only parents in mind as tutors, but it would be helpful when setting up a program involving parents in the classroom.

Additional Ways Parents Can be Involved at School

Andrews, Pearl, "Parent Involvement: A Key to Success," Children Today
 10:21-23, January/February, 1981.

Andrews, director of the Child Development Associate Training Program in Baton Rouge, Louisiana described the involvement of parents in the Head Start Program in St. Landry Parish, Louisiana. The program involved approximately 600 children in thirteen centers. Parents were involved in program planning, as aides and tutors, and as resource persons to share talents and skills with the children. Training programs were held for the parents.

Parents were asked to complete an attitude questionnaire dealing with their involvement in the program. Of the 475 questionnaires distributed, 428 were returned. The results showed that 99% of the parents felt that by being involved they had an increased awareness of their children's personal needs, as well as an enhanced relationship with the teachers. 97% felt they had an enhanced relationship with their own children, and 96% indicated that involvement had been beneficial to them personally.

Criscuolo, Nicholas P., "Parent Involvement in The Reading Program,"
Phi Delta Kappan 63:345-346, January, 1982.

The New Haven, Connecticut public school system has utilized parents in many ways in their reading programs. In this article Criscuolo described eighteen specific ways that New Haven parents were involved. Among the ideas mentioned were: (1) parents were trained to work as tutors for children needing remediation; (2) parents, teachers, and reading specialists worked together on committees to prepare various booklets and brochures of helpful ideas for parents to use at home with their children; (3) a series of newspaper articles was printed dealing with specific ways for parents to reinforce their children's reading skills; (4) parent workshops and courses were conducted so parents could learn more about the reading process and how to construct games and activities to use with their children; (5) parents were invited to visit any classroom during the morning hours of school, and were welcome to meet with the principal and reading specialists after their visits to share concerns and ask questions; (6) parents collected, sorted, and deposited books in a Book Bank and children were able to withdraw them to read and keep.

Criscuolo pointed out that not only do programs such as New Haven's produce academic gains in students, but firsthand involvement in the school "engenders positive feelings about the schools. The end product is supportive parents who are responsive to the needs of schools" (346).

"Teachers Make the Difference Working With Parents," Instructor
 89:56-62, August, 1979.

The article described several effective ways of working with parents. Among the ways suggested were home visits by teachers, holding parent involvement workshops, designing a Partners in Reading Program, and using parents to make teaching games and materials for classroom use. More specific guidelines were given for each of the above ideas. The article would be helpful to teachers who are planning ways to involve parents in the classroom.

HOW PARENTS CAN WORK AT HOME WITH THEIR CHILDREN

Articles Written Specifically For Parents

Manning, Drs. Gary and Mary Ann, "Parents and Kids Talk, Talk, Talk It Up," Early Years 11:26-27+84, January, 1981.

The authors described many ways that parents can work with their young children at home to assist them in gaining pre-reading skills. The activities can all be conducted in the average home and do not require special materials. The activities are subdivided into the areas of speaking, visual expression, creative dramatics, singing, movement and rhythmic activities, reading, writing, and experience words.

Mathews, Virginia H., ed., A Parent's Guide to Reading Instruction, Pennsylvania State Department of Education, Harrisburg Bureau of Curriculum Services, Harrisburg, PA, 1981, 29pp.

This document is composed of twelve articles that were written by specialists in reading and early childhood education. The articles were based on the assumption that the home provides a foundation for school experiences. They offer specific suggestions for parents who wish to participate in their children's education. They were written in simple terms that all parents should be able to understand.

Pikulski, John J., "Parents Can Aid Reading Growth," Elementary English 51:896, September, 1974.

Pikulski stated that parents need to realize that reading is not merely decoding symbols, but it involves understanding words and relating them to knowledge already existent. He then listed several ways in which parents can enhance those comprehension skills. The basic idea was that parents should introduce their children to many experiences, talk to and listen to them often, read to them, and set a good example by reading often themselves.

Siders, Mary, How to Grow a Happy Reader: A Gardening Guide for Parents, Resource Monograph No. 6, Florida University, P.K. Yonge Laboratory School, Gainesville, FL, 1977, 27pp.

Siders wrote and delightfully illustrated a guide for parents on "How to Grow Happy Readers". The guide is centered around a gardening theme. She described simple enrichment experiences that were designed to encourage and develop reading skills.

Simmons, Barbara, and Smith-Lawrence, Paula. "Beginning Reading: Welcome Parents," Childhood Education 57:156-160, January/February, 1981.

The authors referred to the significance parents play in the reading development of children. They stated that parents need to recognize their role in order to be successful guides for their children. The article briefly described the process of acquiring language and relating it to written material. It then suggested specific ways parents can strengthen reading and thinking skills in their children. It was also pointed out that these suggestions must be carried out in a relaxed environment, one in which the child has expressed a desire and interest in reading skills. The article would be a helpful one to parents.

Swaby, Barbara, "How Parents Can Foster Comprehension Growth in Children," The Reading Teacher 34:280-283, December, 1980.

The article stated that comprehension is one of the most complex of human functions. The job of parents and teachers is to nurture and strengthen each child's ability to comprehend. The article is directed mainly at parents and suggested some specific ways they can help their children: (1) enrich their vocabulary by talking to and with them often and about new experiences; (2) broaden their knowledge by taking them many places; (3) read to and with them often emphasizing words and phrases so they can learn that reading makes sense and is not merely decoding words; (4) ask children their responses to the stories they read, get them to interact, not just to recall the events of the story; (5) encourage them to make predictions as to what will happen next; (6) communicate with their teachers for suggestions of more things to do with the children and to reinforce those topics being discussed in school. A word of caution at the end of the article was to keep learning fun and enjoyable.

Ward, Evangeline, "A Child's First Reading Teacher: His Parents," The Reading Teacher 23:756-759, May, 1970.

The article explained why parents are often referred to as a child's first reading teacher. Parents are in a position to encourage children to value themselves, as well as their ideas and feelings. They also provide stimulation of the senses by which a child perceives the world. Parents provide many experiences for their children that they will later associate with material they read in school. Parents can also establish periods of time during which their children "attend", a skill necessary when learning to read.

The article also identified several programs which actively involved parents in the education of their children.

Assistance in the Development of Parent Workshops and Inservices

Baker, Irving and others, "Children's Literature at Home Base," The Reading Teacher 28:770-772, May, 1975.

The article described the eight-week program piloted by The University of Connecticut and aimed at getting parents acquainted with children's books. The program emphasized becoming familiar with children's authors, illustrators, and publishers. Books were brought in during each session for the parents to examine and to take home to share with their children. Displays were set up featuring how to make puppets, how to use old magazines, and how to carry out many other activities. A workshop on bookbinding and illustrating was held also. The article suggested that schools organize their own children's literature programs for parents, utilizing teachers to present their areas of expertise.

Berhrmann, Polly, "Help From Home," Grade Teacher 89:16-18, January, 1972.

Berhrmann had very enthusiastic responses to the parent workshops she held. Both children and parents were given the opportunity to look through the instructional materials used at school. She then told the parents what methods of instruction were used at school and gave them explicit directions of what they could do at home to reinforce the school's program. Reading games and various activities were then demonstrated and parents were allowed to suggest further games and ask if they were appropriate. If not appropriate, reasons why were discussed and suggestions were given for how to change them to make them more suitable.

Criscuolo, Nicholas P., "Reading Motivation Through the Teacher-Parent Partnership," Momentum 11:21-23, December, 1980.

Teachers and parents alike are concerned with how to motivate children to read. This joint concern should be a prime reason for parents and teachers to work together to motivate children to read. In this article Criscuolo described ten practical suggestions of how parents and teachers can work together. Basically, he said teachers should supply parents with children's independent reading levels and lists of books at their level. Also, parents can be instructed in how to help children select books by following the "Rule of Thumb" technique. Teachers can give parents suggestions of games, how to use the newspaper, and other activities that can be done easily at home and will enhance reading skills. He stated that parents and teachers should set aside a period of time daily for enjoyable reading. Other suggestions were the development of Book Banks, and the use of writing activities to spark reading.

Davis, S. Elizabeth, "Parents and School Should Share," The Reading Teacher 23:707-710, May, 1970.

The author stated that she believes it is necessary for parents and school personnel to communicate and work cooperatively in order to be aware of how children are adjusting to school and learning. She found the usual way of reporting to parents (report cards, conferences, and Parent Teacher Association meetings) to be inadequate, and gave suggestions for further communication. Among the suggestions was the holding of small group conferences of parents with children having similar problems. The author also suggested a number of things that parents should be told about how they can develop a healthy literary environment at home.

DeFranco, Ellen B., "Parent Education as an Aid to Improving Children's Reading," Adult Leadership 21:320-323+346, April, 1973.

DeFranco discussed the importance of increasing parental involvement in reading instruction. She identified seven types of Adult Education programs that could be conducted that would train parents to assist their children with reading. She emphasized the importance of helping children from infancy through high school and gave specific suggestions of activities parents can do at various ages.

DeFranco also suggested that there be inservice courses for teachers to assist them in training and working with adults.

Duff, R. Eleanor, and Adams, Margaret E., "Parents and Teachers: Partners in Improving Reading Skills," Clearing House 54:207-209, January, 1981.

The authors stated that there should be a natural alliance between parents and teachers that would lead them to want to help each other in the education of children. However, in most cases, for this to happen, changes need to be made in both the school and the home. Teachers need to become more sensitive to each child's particular instructional mode. Teachers, as well as parents, must acquire the attitude that parents are a child's first and most significant teachers. Parents must realize that schools can not assume full responsibility for their child's reading instruction. Duff and Adams suggested three main ways for parents to become involved: (1) through direct participation in classroom reading activities; (2) by participating in educational experiences in order to learn more about the reading process and ways they can help their children at home; (3) by offering their own suggestions of ways to improve the reading program.

Parents should also be aware that their own personal reading habits have an influence on their children. They must serve as a good reading model to their children long before they are in school.

Duncan, Linda J., and Vonbehren, Barbara, "PEPPER-a Spicy New Program," The Reading Teacher 28:180-183, November, 1974.

PEPPER, an acronym for Parent Education Program to Pep-up Every Reader, was designed by a second grade teacher and a special reading teacher in Springfield, Illinois. The purpose of the plan was to encourage and guide parents to tutor their children at home in reading instruction.

The article described how PEPPER was implemented and what kinds of activities were included in the program. Scores from Stanford Achievement Tests indicated that PEPPER did affect reading growth. There was also evidence of a higher interest in reading in students whose parents were involved, as well as the development of closer family ties among those families involved.

Fager, Martha, and Williams, Leonard, "WANTED: Parents Involved in Remedial Reading Programs," School and Community 59:27, January, 1973.

Two fifth and sixth grade remedial reading teachers described the steps they took to involve the parents of their students in the Title I Reading Program. They developed a handbook for the parents that would explain the basic material introduced to students in most reading programs. Also included in the handbook were activities for the parents to use with their children at home. In addition to the reading handbook another handout was written dealing with the growth and development of fifth and sixth graders, as well as a handout giving suggestions on how to encourage a child's interest in reading.

A meeting was held to present the handouts to the parents and also to explain how the Title I Program operates, and how students are selected for it. Parental response was very enthusiastic and a series of follow-up workshops was planned to teach parents more about the techniques of reading instruction.

Freshour, Frank W., "Beginning Reading: Parents Can Help," The Reading Teacher 25:513-516, March, 1972.

After spending a year at conducting a parent education program that dealt with reading, Freshour stated that the children whose parents were involved in the program showed an improved attitude toward reading and also exhibited more enthusiasm for school. In addition to student growth, parents also gained. Not only did their knowledge of reading expand, but they also became more enthusiastic and supportive of the school. He stated most parents want to help their children with reading, but they need some specific guidelines. Such guidelines should include information about the process of learning to read, knowledge of what teachers are doing in school with students, specific suggestions of methods parents can use at home to help their children develop pre-reading skills, and ways to work with children once they have learned to read.

Harrington, Alma, "Parents and the School," The Reading Teacher
23:711-716+726, May, 1970.

Harrington emphasized that with the increasing involvement of parents and other community members in the schools, it is important to remember that no single program is right for all schools. Each school needs to diagnose their community and to develop a program suitable to their needs. She stressed that four steps are necessary for an effective school-community program; diagnosis, planning, implementation, and reevaluation.

The author then described one specific program that was successful for a school system in New York. The program started with an informal meeting at which community adults and the school personnel discussed topics of concern and interest to the parents. Further class sessions were then planned centering on some of the specific topics brought up. Material was gathered and written for use at these sessions. Background information was given to parents and activities were suggested that could easily be carried out at home.

Knudson, Elanor, "Let Mom Help Mary Learn to Read," Grade Teacher
87:68,72,74, February, 1970.

Knudson, a third grade teacher, described her method of utilizing parents to assist children having difficulty in reading. After several attempts at involving parents she felt she finally found a successful five-step plan. Knudson saw big changes in students and parents who were involved in her plan. Students exhibited more enthusiasm and self-confidence, and parents were very cooperative and resourceful.

Parents as Models for Reading, Central Midwestern Regional Educational
Laboratory, St. Ann, MO, 1978, 9pp.

This Right to Read bulletin contains articles dealing with the following. (1) The heightened interest among educators to involve parents in reading instruction. The article stated a few ways this has been done. (2) Patricia S. Koppman suggested ways parents can be involved at school that will carry over to the home. She also made suggestions of how parents can help older children. (3) Ways to reach parents who are too busy or timid to come to the school. (4) How to involve urban parents.

The bulletin also contains an annotated bibliography of resources that parents can order. This bulletin would be helpful to both parents and teachers.

Parents in Reading: An Administrator's Guide, Northwest Regional Educational Lab, Portland, OR, 1979, 26pp.

The guide stated that the 8th Annual Gallup Poll of the public's attitude toward public schools revealed that parents want to be involved in their children's education but they need guidance.

This guide was designed for school administrators who are interested in starting a parent involvement program. It outlined a program adapted from a highly successful Parent's in Reading Program developed in Idaho. The program was called "Build Some Memories With Your Children", and involved parents reading to their children fifteen minutes daily, five days a week, for nine weeks.

The guide for administrators contained a sample board policy, a press release, radio announcements, letters that were sent to parents new to the district and to parents of new-born infants, suggestions for involving public libraries, instructions for teachers, and sample worksheets and reminders that were sent home to parents.

Potter, Rosemary Lee, "School/Parent Participation Through TV Workshops," Media and Methods 16:70-72, October, 1979.

The article described the Parent Participation TV workshops that were developed by Teachers Guide to Television. These workshops used quality television programs as the basis for informal discussions between adolescents and their parents. The programs selected for viewing were usually based on books, and the author noted a high motivation among students to read the books after viewing the programs. The main thrust of the program was to open the line of communication between parents and their adolescent children, and to get them to talk about important issues. Potter received many favorable responses to the workshops.

Powell, Frances, "Parents Should Know About Reading Skills," The Reading Teacher 23:738-740, May, 1970.

The author described a summer remedial reading program in which students attended school four mornings a week. On Friday mornings parents came for films, and explanations of reading terms and instructional techniques.

Parental response to the program was very favorable and Powell suggested that all schools should take steps to inform parents about their reading program and explain to them developmental reading skills and how they are taught. He suggested holding additional parent conference days, and devoting Parent Teacher Association meetings to the topic.

Roberson, Dorothy Reed, "Parents and Teachers: Partners in the Teaching of Reading," The Reading Teacher 23:722-726, May, 1970.

Roberson stated that parents and teachers need to be partners to have a successful reading program. She then gave specific suggestions of what parents can do to help their children learn to read, both before they enter school and throughout their school years.

She encouraged educators to use all available opportunities to promote parental involvement in the schools.

Vukelich, Carol, "Parents are Teachers: A Beginning Reading Program," The Reading Teacher 31:524-527, February, 1978.

The article described a project designed to give ideas to parents of ways to help their pre-school children develop beginning reading skills. The program was called Preschool Readiness Outreach Program (PROP).

Twenty-six weekly workshops were held, at which the parents constructed educational games to use with their children to help develop skills basic to beginning reading. Parents were also given the opportunity to ask any questions they had concerning their child's development and child-rearing practices. This part of each session was found to be very valuable. Parental response to the workshops was highly enthusiastic. Pre- and post-test data suggested that children whose parents participated actively in the program achieved significantly higher gains in prereading skills than those whose parents participated minimally.

In addition to the workshops, nine pamphlets suggesting ways to use every-day activities to stimulate beginning reading skills were sent monthly to approximately 3000 homes. These too received very favorable responses.

PROP appeared to be a big success, and Vukelich encouraged other schools to develop similar programs.

SUMMARY

When developing a program involving the use of parents in the schools there are many factors to consider. Of prime importance is the acknowledgement of the fact that to carry out a successful program takes time and effort. Bedley and Wartenberg both emphasized the need to plan carefully any program involving parents (Bedley, Wartenberg).

First, each school needs to get to know the community and assess its needs and attitudes toward the school (Harrington). For any program to be successful the proper atmosphere needs to be set. The school must convey to the community that they want their services and need them to help carry out an important responsibility. Some suggestions of ways to become better acquainted with the community are to hold parent coffees in the school, conduct parent tours during school hours, provide new parent orientation, and conduct continuing parent education programs (Bedley).

Once the line of communication between the school and home has been opened, various programs can be developed that will involve parents in the schools. Parents can construct teaching games and materials that teachers will use in the classroom, they can serve on committees to help plan programs and prepare materials for distribution to others, and they can develop and manage Book Banks for student use (Criscuolo, 1982). Parents, as well as other community members can become tutors for students needing remedial help (Raim, Sanacore).

In whatever way parents will be involved in the reading program, it is crucial that they are given proper training. Included in their training sessions should be a general description of the basic concepts

and terms involved in the teaching of reading, as well as a more specific description of reading problems that they will be working with, and specific instructional goals of the students they will tutor (Raim).

Training sessions should include preparation and construction of materials to be used in tutoring sessions, and practice using audio-visual equipment and other instructional materials that they will be using (Sanacore). There is also value in providing proper space and materials for tutors to use. They will feel that their task is important and will take it seriously when they are given a pleasant atmosphere in which to work (Raim).

Another important point to remember, when involving parents as tutors, is that of evaluation. Classroom teachers should continually evaluate the work of the tutor, in addition to the effect of the tutoring on the student. Sanacore referred to Dreyer, who suggested that the tutor should be made aware of the progress of the student. The use of assignment check sheets at each session can be utilized to help measure progress. Seeing that the student is making progress is necessary to provide motivation to the tutor to continue working (Sanacore).

Workshops and inservices that provide guidelines for how parents can assist their children in learning to read should be held for all parents. Some parents may not have the time or the desire to be involved directly in the school.

Guidelines for parent workshops should include information about the process of learning to read, knowledge of methods teachers are using in the schools for reading instruction, specific suggestions of what

parents can do at home to help their children develop pre-reading skills, and ideas of ways to continue working with their children once they have learned to read (Freshour).

In addition to this information, parents will find it helpful to be able to construct games and materials during workshops and to be made aware of good quality children's books (Baker).

Vukelich also found a very valuable part of her workshops to be a period of time in which parents were given the opportunity to ask any questions they had concerning their child's development and child-rearing practices (Vukelich).

Freshour pointed out that parents should not put a lot of pressure on their children. They should set reasonable expectations and make the times they spend working together enjoyable ones (Freshour).

Many schools and classroom teachers have already found effective ways to involve parents at home. They have held workshops and implemented other programs that have received highly favorable responses from the parents involved (Berhrmann, Fager, Knudson, Vukelich).

A number of articles included in this study are ones that were written specifically for parents. These articles offer suggestions to parents of what they can do at home to help their children develop a readiness for reading. The main emphasis is on parents reading to and with their children often, including a lot of verbal interaction during their time together (Pikulski, Swaby), and providing their children with many enriching experiences in order to increase their vocabulary (Pikulski, Siders).

Even though these articles were directed toward parents, they could be helpful also to teachers when planning inservice programs for parents and when offering suggestions to parents of ways they can work with their children at home.

CONCLUSIONS

Parenting style has been studied by many to measure the effect it has on children's reading abilities. From these studies it has been concluded that the home environment and parenting styles indeed have had an effect on reading achievement (Della-Piana). Chan summed up results of past research in his statement, "There is evidence to show that the democratic home atmosphere is more conducive to intellectual growth than other types of home control," (Chan:669).

Studies of the effects of the home literary environment have also shown that it has a significant contribution to reading achievement (Hansen). Van Alstyne, Plessas and Oakes, and Milner, cited by Hansen, have all agreed that story telling and reading by parents, parent's reading habits, and having books available in the home have all had a positive effect on children's IQ scores, test achievement, and reading readiness (Hansen).

Teale looked beyond the significance of reading to children and studied the way in which it is done. He found that different reading practices have different consequences for children, and the most beneficial style is one in which there is much verbal interaction between parent and child (Teale).

Parent involvement plays a significant role throughout a child's school years. School reading programs that have involved parents have found increased student learning among those students involved, as well as very favorable parental response to the programs (Andrews, Duncan, Knudson, Niedermeyer).

When the Parent Education Program to Pep-up Every Reader (PEPPER) was evaluated in Springfield, Illinois, Stanford Achievement Test scores indicated higher reading growth among those students involved, as well as higher interest in reading and the development of closer family ties (Duncan).

In a survey of New Zealand parents, Nicholson found that parents are interested in their children's reading instruction and they want to be of help (Nicholson). However, they need to be given guidelines for helping their children, and that is where the school needs to take an active role in building upon the powerful source of the home.

RECOMMENDATIONS

These recommendations are directed toward school districts serving primarily middle socio-economic status students.

It is recommended that:

1. School administrators organize ways for the community to become better acquainted with the school. Coffees and tours can be held with the opportunity given to parents to ask questions concerning the reading program of the school.
2. School administrators develop some criteria to be used in selecting and training paraprofessionals to work as tutors in the school.

For a tutorial program to be successful it must be well planned and supervised and have ongoing evaluation.

3. Schools conduct workshops and inservices for parents to make them aware of ways they can assist in their children's reading instruction and remediation. Teachers can share their area of expertise with parents and assist them in constructing games and other materials.
4. Schools make an effort to reach parents with pre-school children, to share with them ways in which they can develop pre-reading skills. Depending on the community, this can be done in various ways; pamphlets can be mailed to homes, television and radio programs can be broadcast, newspaper articles can be printed, or meetings can be held at school.

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